

12th Grade United States Government Scope and Sequence

Unit	Block Days	Trad. Days	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards RH.11-12.1, 11-12.2, 11-12.10 WHST.11-12.4, 11-12.5, 11-12.9 and 11-12.10 apply to each unit.	DC Content Supporting Standards
<u>Unit 1</u> <u>Foundations of Democracy</u>	10 days	20 days	Students analyze inherent tensions in American democracy between rights and freedoms and between promoting the public good and protecting individuals. They examine these conflicts in our democracy by reading primary sources, summarizing based on textual evidence, and beginning analysis of multiple perspectives for text. They will analyze how early Americans analyzed and tried to solve the complex problem of establishing a new government with enough power to be effective but enough restraint to protect the rights of citizens.	12.1.3: Foundations for government 12.2: Tensions 12.12.3: Types of government	D1.4: Emerging questions D4.2/4.5: Construct/Critique explanations <u>Apply to each unit:</u> D3.1: Sources D4.3: Present information D4.6: Analyze problems	RH.11-12.4: Vocabulary RH.11-12.9: Primary and secondary sources WHST.11-12.2: Explanatory Writing <u>Apply to each unit:</u> RH.11-12.1: Cite evidence RH.11-12.2: Central idea RH.11-12.10: Comprehension	12.1.1, 12.1.2, 12.1.4-12.1.6, 12.12.1, 12.12.2, 12.12.4-12.12.8
<u>Unit 2</u> <u>The Constitution</u>	12 days	24 days (End of 1 st Advisory 10/31)	Students continue to explore the tensions within the United States' government by closely examining Articles I, II, and III of the Constitution. They investigate the ways in which the branches and levels of government work together in a system of checks and balances. Students read complex texts and write in response to text sets, deepening their sourcing skills.	12.3.1: Article I 12.3.4: Article II 12.3.5: Article III 12.4: Court Cases 12.5.1: Federalism	D1.2/1.3: Compelling/Supporting questions D3.2: Source credibility D4.2/4.5: Construct/Critique explanations	WHST.11-12.4: Appropriate writing WHST.11-12.5: Writing process WHST.11-12.9: Using evidence WHST.11-12.10: Write routinely	12.3.2, 12.3.3, 12.3.6, 12.4.2-12.4.4, 12.5.3, 12.5.4, 12.5.6-12.5.8
<u>Unit 3</u> <u>Rights and Obligations of Citizens</u>	8 days	16 days	Students shift their focus to individuals in American society, considering the balance between the rights and responsibilities of United States citizens. Students trace the evolution of these rights and responsibilities. They deepen their analyses of primary and secondary sources, constructing arguments using cause and effect and considering authors' perspective.	12.8.1: Bill of Rights 12.8.5: Reciprocity between rights and responsibilities	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.4: Construct/Critique arguments	RH.11-12.3: Cause/effect RH.11-12.6: Point of view WHST.11-12.1: Argumentative writing WHST.11-12.7: Research WHST.11-12.8: Sources	12.4.1, 12.5.5, 12.8.2-12.8.4, 12.8.6, 12.10, 12.10.1-12.10.3, 12.11.9
<u>Unit 4</u> <u>Parties, Polls, and Political Participation</u>	7 days	14 days	Students apply their understanding of the responsibilities of citizens to the political processes, including voting and activism. Students debate the role of the media and political parties in American government. They read primary and secondary sources, citing evidence to support an understanding of the main ideas and continuing to write in response to text.	12.6.1: Political parties 12.6.4: Processes 12.7.2: Media 12.9.2: Civil Society	D1.5: Kinds of sources D3.4: Refine claims D4.1/4.7/4.8: Construct arguments/Assess options for action/Take action	RH.11-12.5: Structure RH.11-12.8: Argument WHST.11-12.1: Argumentative writing WHST.11-12.7: Research WHST.11-12.8: Sources	12.6.2, 12.6.3, 12.6.5, 12.6.6, 12.7.3, 12.9.4
<u>Unit 5</u> <u>Dollars and Sense</u>	3 days (End of 1 st Advisory 10/31 End of 3 rd Advisory 4/3)	6 days (End of 2 nd Advisory 1/23)	Students explore the appropriate role, responsibilities, and relationship of government in the American economy. Students integrate information from diverse sourcing, reading texts, graphs, and other visuals to understand economic structures and systems. Students continue writing in response to text with increasing sophistication and prepare to take informed action.	12.11.1: Government and economy	D1.1: Enduring issues D3.2: Source credibility and valuation D4.1/4.8: Construct arguments/Take action	RH.11-12.7: Integrate different info types (visuals, text) RH.11-12.8: Argument WHST.12.6: Technology	12.11.2-12.11.8

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<p><u>Unit 1</u> <u>Foundations of Democracy</u></p> <p><i>Block: 10 days</i> <i>Traditional: 20 days</i></p> <p>Students analyze inherent tensions in American democracy between rights and freedoms and between promoting the public good and protecting individuals. They examine these conflicts in our democracy by reading primary sources, summarizing based on textual evidence, and beginning analysis of multiple perspectives for text. They will analyze how early Americans analyzed and tried to solve the complex problem of establishing a new government with enough power to be effective but enough restraint to protect the rights of citizens.</p>	<p>12.1.3: Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</p> <p>12.2: Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.</p> <p>12.12.3: Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.</p>	<p>D1.4: Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p>D4.2: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>D4.5: Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>(c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>(d) Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>(e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>12.1.1: Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.</p> <p>12.1.2: Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.</p> <p>12.1.4: Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in The Federalist Papers.</p> <p>12.1.5: Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.</p> <p>12.1.6: Understand that the Bill of Rights limits the powers of the federal government and state governments.</p> <p>12.12.1: Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.</p> <p>12.12.2: Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone and Margaret Thatcher).</p> <p>12.12.4: Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, and Cambodia).</p> <p>12.12.5: Identify the forms of illegitimate power that</p>

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<p><u>Unit 1</u> <u>Foundations of Democracy</u> (continued)</p>	(see previous page)	<p><u>Apply to each unit:</u></p> <p>D3.1: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D4.3: Present adaptations of arguments and explanations that feature evocative ideas and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>D4.6: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	<p><u>Apply to each unit:</u></p> <p>RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/ social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11-12.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>20th-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.</p> <p>12.12.6: Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the 19th and 20th centuries.</p> <p>12.12.7: Describe the ideologies that give rise to communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, and Vaclav Havel).</p> <p>12.12.8: Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.</p>

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<p><u>Unit 2</u> <u>The Constitution</u></p> <p><i>Block: 12 days</i> <i>Traditional: 24 days</i> <i>(End of 1st Advisory 10/31)</i></p> <p>Students continue to explore the tensions within the United States' government by closely examining Articles I, II, and III of the Constitution. They investigate the ways in which the branches and levels of government work together in a system of checks and balances. Students read complex texts and write in response to text sets, deepening their sourcing skills.</p>	<p>12.3.1: Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.</p> <p>12.3.4: Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.</p> <p>12.3.5: Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.</p> <p>12.4: Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.</p> <p>12.5.1: Explain how conflicts between levels of government and branches of government are resolved.</p>	<p>D1.2: Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p> <p>D1.3: Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p>D3.2: Evaluate the credibility of a source by examining how experts value the source.</p> <p>D4.2: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>D4.5: Critique the use of reasoning, sequencing, and supporting details of explanations.</p>	<p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>(a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>(c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>(d) Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>(e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>12.3.2: Explain the process through which the Constitution can be amended.</p> <p>12.3.3: Identify their current representatives in the legislative branch of the national government.</p> <p>12.3.6: Explain the processes of selection and confirmation of Supreme Court justices.</p> <p>12.4.2: Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).</p> <p>12.4.3: Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases.</p> <p>12.4.4: Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Miranda v. Arizona</i>; <i>Regents of the University of California v. Bakke</i>; <i>Adar and Constructors, Inc. v. Pena</i>; and <i>United States v. Virginia (VMI)</i>.</p> <p>12.5.3: Discuss reserved powers and concurrent powers of state governments.</p> <p>12.5.4: Discuss the 9th and 10th amendments and interpretations of the extent of the federal government's power.</p> <p>12.5.6: Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.</p> <p>12.5.7: Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.</p> <p>12.5.8: Understand the scope of presidential power and decision-making through examination of case studies, such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.</p>

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<p><u>Unit 3</u> <u>Rights and Obligations of Citizens</u></p> <p><i>Block: 8 days</i> <i>Traditional: 16 days</i></p> <p>Students shift their focus to individuals in American society, considering the balance between the rights and responsibilities of United States citizens. Students trace the evolution of these rights and responsibilities. They deepen their analyses of primary and secondary sources, constructing arguments using cause and effect and considering authors' perspective.</p>	<p>12.8.1: Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy).</p> <p>12.8.5: Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>D3.3: Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>D4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D.4.4: Critique the use of claims and evidence in arguments for credibility.</p>	<p>RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</p>	<p>12.4.1: Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment.</p> <p>12.5.5: Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.</p> <p>12.8.2: Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).</p> <p>12.8.3: Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>12.8.4: Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>12.8.6: Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements)</p> <p>12.10: Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the U.S. Constitution.</p> <p>12.10.1: Explain the Civil Rights movement and resulting legislation and legal precedents, including the Truman and Eisenhower-era integration policies and laws.</p> <p>12.10.2: Trace the women's rights movement and resulting legislation and legal precedents.</p> <p>12.10.3: Outline legislation and legal precedents that establish rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups, including the tensions between protected categories (e.g., race) and nonprotected ones (United States v. 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<p><u>Unit 3</u> <u>Rights and Obligations of Citizens</u> (continued)</p>	(see previous page)	(see previous page)	<p>understanding of the subject under investigation.</p> <p>WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p>	<p>Products, Co., and “Famous Footnote Four”).</p> <p>12.11.9: Describe how federal antidiscrimination policies have affected the ability of minority groups to build and transfer wealth and resources (e.g., affirmative action in hiring, and federal labor and housing laws).</p>

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<p><u>Unit 4</u> <u>Parties, Polls, and Political Participation</u></p> <p><i>Block: 7 days</i> <i>Traditional: 14 days</i></p> <p>Students apply their understanding of the responsibilities of citizens to the political processes, including voting and activism. Students debate the role of the media and political parties in American government. They read primary and secondary sources, citing evidence to support an understanding of the main ideas and continuing to write in response to text.</p>	<p>12.6.1: Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.</p> <p>12.6.4: Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office).</p> <p>12.7.2: Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.</p> <p>12.9.2: Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>D3.4: Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>D4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D4.7: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p>D4.8: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>. (a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>	<p>12.6.2: Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</p> <p>12.6.3: Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.</p> <p>12.6.5: Discuss the features of direct democracy in numerous states (e.g., the process of referendums and recall elections).</p> <p>12.6.6: Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.</p> <p>12.7.3: Explain how public officials use the media to communicate with the citizenry and to shape public opinion.</p> <p>12.9.4: Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.</p>

12th Grade United States Government Scope and Sequence

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<p><u>Unit 4</u> <u>Parties, Polls, and Political Participation</u> (continued)</p>	(see previous page)	(see previous page)	<p>investigation.</p> <p>WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	(see previous page)

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<p><u>Unit 5</u> <u>Dollars and Sense</u></p> <p><i>Block: 3 days</i> <i>(End of 1st Advisory 10/31</i> <i>End of 3rd Advisory 4/3)</i> <i>Traditional: 6 days</i> <i>(End of 2nd Advisory 1/23)</i></p> <p>Students explore the appropriate role, responsibilities, and relationship of government in the American economy. Students integrate information from diverse sourcing, reading texts, graphs, and other visuals to understand economic structures and systems. Students continue writing in response to text with increasing sophistication and prepare to take informed action.</p>	<p>12.11.1: Explain how the role of government in a market economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights.</p>	<p>D1.1: Explain how a question reflects an enduring issue in the field.</p> <p>D3.2: Evaluate the credibility of a source by examining how experts value the source.</p> <p>D4.1: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D4.8: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>WHST.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>12.11.2: List the factors that may cause the costs of government actions to outweigh the benefits of those actions.</p> <p>12.11.3: Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels.</p> <p>12.11.4: Explain progressive, proportional, and regressive taxation.</p> <p>12.11.5: Outline how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.</p> <p>12.11.6: Describe how the government responds to perceived social needs by providing public goods and services.</p> <p>12.11.7: Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government.</p> <p>12.11.8: Describe how federal tax and spending policies affect the national budget and the national debt.</p>